DOCUMENT RESUME

ED 399 420 CE 072 537

TITLE	Family and Consumer Sciences. A Maryland Curricular Framework.
INSTITUTION	Maryland State Dept. of Education, Baltimore. Div. of Career Technology and Adult Learning.
PUB DATE	96
NOTE	66p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Behavioral Objectives; *Competence; Competency Based Education; *Consumer Education; *Curriculum Development; Educational Assessment; *Educational Philosophy; Evaluation Methods; *Family Life Education; *Home Economics; Secondary Education; State Curriculum Guides; Student Evaluation
IDENTIFIERS	*Maryland

ABSTRACT

This curricular framework is designed to assist administrators and teachers in planning, developing, and implementing family and consumer sciences programs in Maryland. It provides a philosophical foundation and a broad outline from which educators may construct comprehensive family and consumer sciences programs. The materials will aid local school systems in planning local curricula, developing a local philosophy, defining a local scope and sequence, evaluating the extent to which the goals and subgoals are contained in current curricular offerings, and identifying needed curricular content and instructional strategies. The document is organized into seven sections: (1) philosophy--definition of the nature of family and consumer sciences education and description of its relationship to society, the learner, and the school curriculum; (2) family and consumer sciences learner outcomes; (3) goals and subgoals (broad statements of desired outcomes, derived from the philosophy); (4) expectancies (statements that specify the expected behaviors within each subgoal); (5) illustrative objectives; (6) curriculum development and assessment (how to develop and use goals, subgoals, and expectancies in the preparation of family and consumer sciences instructional units, scopes, and sequences); and (7) authentic instructional assessments. Three appendixes include a glossary of 28 terms, sample authentic instructional assessments, and sample course descriptions. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 399 420

FAMILY AND CONSUMER SCIENCES EDUCATION

Family and Consumer Sciences

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
L Gillu
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CE072537

BEST COPY AVAILABLE

Family and Consumer Sciences

A MARYLAND CURRICULAR FRAMEWORK

CONTENTS

Acknowledgments ..... *IV*

Foreword ..... *V*

Introduction: A Statement of Purpose . 1

Philosophy: What Is Family and Consumer Sciences Education? 2

What Is Family and Consumer Sciences? 3

Vision for Family and Consumer Sciences Education 5

Family and Consumer Sciences Learner Outcomes 6

Family and Consumer Sciences Goals and Subgoals 7

Family and Consumer Sciences Expectancies 22

Illustrative Objectives 26

Curriculum Assessment and Development 27

- Philosophy 27
- Goals 28
- Scope and Sequence 29
- Instructional Units 31
- Authentic Instructional Assessments 33

Appendices *34*

- (A) Glossary 35
- (B) Sample Authentic Instructional Assessments 37
- (C) Sample Course Descriptions 40

Too many of today's children and adolescents will reach adulthood unhealthy, illiterate, unemployable, lacking moral direction and a vision of a secure future. This is a personal tragedy for the young people involved and a staggering loss for the nation as a whole. We must begin today to place children and their families at the top of the national agenda.

Senator John D. Rockefeller, IV

ACKNOWLEDGEMENTS

The Maryland State Department of Education is grateful to all who have contributed to the development of this publication. Special appreciation is accorded to the following:

The members of the Family and Consumer Sciences Curricular Framework Taskforce with special appreciation to the following members.

Joseph Baker
Resource Teacher, Career and Technology Education
St. Mary's County Public Schools

Susan E. Garrett
Supervisor of Family and Consumer Sciences
Harford County Public Schools

Phyllis Lamiman
Coordinator, Home Economics
Montgomery County Public Schools

Marjorie Lohnes
Supervisor of Career and Technology Education
Carroll County Public Schools

Mary Lynch
Resource Teacher, Home School
Anne Arundel County Public Schools

Kenneth Smith
Resource Teacher, Career and Technology Education
Charles County Public Schools

A special acknowledgement is made to Francine H. Hultgren for her leadership in the development of *A Conceptual Guide Framework for Home Economics Curriculum in Maryland* which played a key role in the development of this publication.

The development of this document was coordinated by

Jeanne-Marie S. Holly
Section Chief, Career Pathways
Maryland State Department of Education

State of Maryland
Parris N. Glendening
Governor

The Maryland State Board of Education

Christopher T. Cross, President, Washington, DC	1997
Edward Andrews, College Park	2000
Philip S. Benzil, Westminister	2000
George W. Fisher, Sr., Denton	1997
Morris Jones, Stevensville	1999
Rose La Placa, Mitchellsville	1998
Joan C. Maynard, Linthicum Heights	1996
Adrienne L. Ottaviani, Cumberland	1999
Harry D. Shapiro, Esquire, Baltimore	1997
Walter Sondheim, Jr., Baltimore	1999
John Wisthoff, Pasadena	2000
Edmonia T. Yates, Baltimore	1998
Tiffany Butcher Student Member, Baltimore	1997

Nancy S. Grasmick
State Superintendent of Schools
A. Skipp Sanders
Deputy State Superintendent for Administration
Richard J. Steinke
Deputy State Superintendent for School Improvement Services
Katharine M. Oliver
Assistant State Superintendent
Division of Career Technology and Adult Learning
Lynne M. Gilli
Chief, Career Connections Branch
Division of Career Technology and Adult Learning
Jeanne-Marie S. Holly
Chief, Career Pathways Section
Division of Career Technology and Adult Learning
M. Hazel Outing
Chief, Instructional Services Section
Division of Career Technology and Adult Learning

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, or disability in matters affecting employment or in providing access to programs.

FOREWORD

Individuals are the result of the nurturing within families. Everyone is born into a family. It is not the form or structure but the interaction and relationships among individuals that establish the parameters of the family. Families are the core of society. The focus of the Family and Consumer Sciences profession is the family. It is concerned with empowering individuals, strengthening families and enabling communities.

Family and Consumer Sciences programs help students make reasoned decisions and solve practical problems using critical and creative thinking in order to achieve individual, family and societal goals. These programs provide students with skills for a lifetime to address the enduring questions of personal and family living. Not only will students become productive members of society, but they will also employ the knowledge, skills and ethical behavior they learn in Family and Consumer Sciences programs to manage personal, home, family and work lives.

Nancy S. Grasmick
State Superintendent of Schools

INTRODUCTION

A Statement of Purpose

Family and Consumer Sciences: A Maryland Curricular Framework is designed to assist administrators and teachers in planning, developing, and implementing family and consumer sciences programs. It provides a philosophical foundation and a broad outline from which educators may construct comprehensive school family and consumer sciences programs. The materials presented will aid local school systems as they engage in the following activities:

Planning local curricula.

Developing a local philosophy.

Defining a local scope and sequence.

Evaluating the extent to which the goals and subgoals are contained in current curricular offerings.

Identifying needed curricular content and instructional strategies.

This document is organized into the following sections:

1. The Philosophy — This section defines the nature of family and consumer sciences education and describes its relationship to society, the learner, and the school curriculum.
2. Family and Consumer Sciences Learner Outcomes.
3. Family and Consumer Sciences Goals and Subgoals - These broad statements of desired outcomes, which are derived from the philosophy, bring direction and clarity to the Learner Outcomes.
4. Family and Consumer Sciences Expectancies - These statements specify the expected behaviors within each subgoal.
5. Illustrative Objectives - These sample objectives show how goals and subgoals may be treated at different instructional levels.
6. Curriculum Development & Assessment - This section describes how to develop and use goals, subgoals, and expectancies in the preparation of family and consumer sciences instructional units, scopes and sequences.
7. Authentic Instructional Assessments - This section describes the nature and development of authentic student assessments.

Many things we need can wait, the child cannot. Now is the time his bones are being formed, his blood is being made, his mind is being developed. To him we cannot say tomorrow, his name is today.

Gabriela Mistral

BEST COPY AVAILABLE

PHILOSOPHY

What is Family and Consumer Sciences Education?

The focus of Family and Consumer Sciences Education is the family. This includes the knowledge of family forms, meanings of family, family relations and communications, family functions and roles, family resource development and management and family as a context for human development and societal interaction. The family is the basis of communities and society. The economic well-being of our nation is based on the social and economic well-being of families. The family is responsible for nurturing its members and forming the foundation of personal development. Families, to a great extent, determine who a person is and what a person becomes.

Family and Consumer Sciences Education prepares youth and adults for competence in the work of the family and careers based on family and consumer sciences skills. The concept of work, whether in a family or job setting, is central to career and technology education.

In order to accomplish the mission of Family and Consumer Sciences we acknowledge three systems of action within families: technical (how-to action), interpretive (communicating meaning), and emancipative (critical and creative thinking; proactive action). (Marjorie Brown and Beatrice Paolucci, American Association of Family and Consumer Sciences, 1979). Family and Consumer Sciences Education takes action to help learners develop technical skills to provide for their physical needs. It provides for interpretive action which evolves from the communication of meanings, intentions, goals and values. It promotes emancipative action which results when the learner develops a critical perspective (the ability to reason, pause, reflect, think and act). Self-formation, the maximizing of human potential, is the result of the application of the three action systems. Through Family and Consumer Sciences Education the three systems of action empower the learner to make improvements in society according to democratic principles (freedom with responsibility, equity, justice, preservation of human dignity). (A Conceptual Guide Framework for Home Economics Curriculum in Maryland, 1989.)

Family and Consumer Sciences curriculum contributes to the development of the individual through an exploration of: the nature, impact and dynamics of relationships; family and consumer sciences content; problem solving; use of technology; diverse populations; career exploration; and interdisciplinary connections. This development is accomplished primarily through experience-based learning within the school and community.

Family and Consumer Sciences Education is a comprehensive, integrated, experience-based program which addresses perennial concerns of personal and family living. Students develop skills, acquire knowledge and utilize processes regarding resource management; living environments; individual, child and family development; nutrition and food; and textiles to make decisions which enhance the quality of life for individuals and families.

Knowledge alone is insufficient for addressing these perennial concerns. To function effectively students must also learn to think critically and employ ethical principles in making reasoned decisions in order to become change agents and shape the future.

The solution of adult problems tomorrow depends in large measure upon the way our children grow up today. There is not greater insight into the future than recognizing when we save our children, we save ourselves.

Margaret Mead

Problems which relate to human needs are complex and multi-dimensional. A unique feature of Family and Consumer Sciences Education is the addressing of individual, family and societal problems from a practical problem approach and an integrative perspective. Dimensions of a problem are often interrelated and interdependent. Solutions to these problems can be drawn from other disciplines including the social, physical and biological sciences, mathematics, language arts, economics, psychology, philosophy, and the arts.

The knowledge, skills and processes acquired through Family and Consumer Sciences Education are applicable to the management of personal and family lives as well as work responsibilities. Family and Consumer Sciences Education empowers individuals and families across the life span to manage the challenges of living and working in a diverse, global society. The relationship between family and work is emphasized throughout the program. (Family and Consumer Sciences Education Division of the American Vocational Association.)

What is Family and Consumer Sciences?

A chemist is the recognized founder of the Family and Consumer Sciences profession. It was the desire to adapt new scientific and technological developments to improve the health and efficiency of households, living and working environments which was the main reason for establishing the profession. The profession has been evolving for a century and a half, with the first textbook being published in this area in 1840.

The first woman to attend and graduate from the Massachusetts Institute of Technology, as well as its first woman faculty member, was a central figure in the profession's birth. She was Ellen Swallow Richards. It was her interest in applying the sciences to home, living and working life that provided the profession's intellectual foundations. It was during the late 1800's that she believed that women needed to know how to safely and efficiently use the modern technology which was beginning to enter the home, living and working life. She firmly believed that an understanding of the new household conveniences was needed in order to organize households according to scientific principles. Her purpose was to educate people on the close relationship between science and everyday life.

Another woman, Catharine Beecher, is also credited with being one of the founders of the profession. She wrote the first family and consumer sciences textbook to be accepted by a state department of education. The subjects she wrote about included: clothing, textiles, and related topics; equipment, housing and home furnishings; family economics and home management; child development and family relations; nutrition and food; and health. Today, these subjects remain as the core subjects and professions in family and consumer sciences.

In the early twentieth century, people were becoming increasingly concerned about the rapid social and technological changes that were occurring and wondered whether society was progressing in the right direction. It was these issues that motivated the Lake Placid Conferences. These conferences led to a formal foundation for the profession. The conferences were attended by specialists in bacteriology, biology, chemistry, domestic sciences, economics, hygiene, physics, psychology, sanitary science, and sociology.

In 1908, at a Lake Placid Conference, the time had come to organize formally into a national body. The American Association of Family and Consumer Sciences (originally called the American Home Economics Association) was formed on December 31, 1908 in Washington, D.C. In its constitution, this new organization stated its purposes as "the improvement of living conditions in the home, the institutional household and the community." (Helen Pundt, AHEA — A History of Excellence, Washington, DC: American Association of Family and Consumer Sciences, 1980.)

Under the leadership of Ellen Swallow Richards, the organization grew and specializations in each of the core subjects occurred. These include, but are not limited to: early childhood education; family life; family and consumer sciences education; family and consumer sciences communications; consumer interests; family finances; nutrition and food sciences; hotel and restaurant management; retailing and store management; textiles and clothing; and interior design and housing. Many of these professions require professional certifications or licenses for their practitioners.

The American Association of Family and Consumer Sciences, established over eighty years ago, still remains the national association of the profession. It defines the family as a unit of intimate, transacting

and interdependent persons who share values and goals and responsibility for decisions and resources, and have commitment to one another over time. Families affect and are affected by the global society in which they live. This concept is recognized in the mission statement for Family and Consumer Sciences:

> ...to enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead (1) to maturing in self-formation and (2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them. (Marjorie Brown and Beatrice Paolucci, American Association of Family and Consumer Sciences, 1979.)

The mission was reaffirmed nationally in October of 1993. Over one hundred people representing the profession took part in the *Scottsdale Meeting On Professional Unity and Identity*. These Family and Consumer Sciences professionals practice the profession within the context of: education, government research, extension, business, communications, health and human services, community based organizations and homes. As a result of this meeting, a national conceptual framework was developed. The Family and Consumer Sciences profession promotes empowering individuals, strengthening families, and enabling communities. The unifying focus is that Family and Consumer Sciences uses an integrative approach to the relationships among individuals, families, and communities and the environments in which they function. (Proceedings of The Scottsdale Meeting: Positioning the Profession for the 21st Century, October 21–24, 1993.)

It takes a whole village to raise a child.

African Proverb

Vision For Family And Consumer Sciences Education

Family and Consumer Sciences Education prepares Maryland's youth with the knowledge and skills needed to manage their personal and family lives as well as their work responsibilities. Through comprehensive, integrated and experience-based programs, students address the perennial problems that families face in daily living and the world of work. Students develop the knowledge, skills, attitudes and behaviors needed to prepare for family life, work life and content related careers. This is accomplished through acquiring knowledge and developing a high level of competence in critical thinking, problem solving, reasoned decision making, interpersonal skills, citizenship and leadership and balancing work and family.

Dimensions of a problem related to human needs are complex and multi-dimensional and are often interrelated and interdependent. Solutions to these problems can be drawn from other disciplines including the social, physical and biological sciences, mathematics, language arts, economics, psychology, philosophy, and the arts.

Family and Consumer Sciences Education develops interdependent and responsible students capable of synthesizing information from numerous disciplines into a unified body of knowledge to resolve dilemmas of everyday personal and family life. To enable youth to take reasoned action for the well-being of self and others in the home, workplace, community and world.

Students gain an understanding of the significance of the family in the development of the individual and society and make reasoned decisions about the perennial problems that families face in daily living and the world of work. Family and Consumer Sciences Education empowers individuals and families across the life span to manage the challenges of living and working in a diverse, global society. The relationship between family and work is its unique focus.

At our best level of existence, we are parts of a family, and at our highest level of achievement, we work to keep the family alive.

Maya Angelou

FAMILY AND CONSUMER SCIENCES LEARNER OUTCOMES

The family and consumer sciences learner outcomes listed below describe what students should be able to do, think, and feel as the result of a family and consumer sciences experience. The framework is based on learner outcomes established by a team of Family and Consumer Sciences supervisors convened by the Maryland State Department of Education. The framework is composed of goals and subgoals from which activities and lessons are to be developed.

Nature, Impact and Dynamics of Relationships

1. Students will demonstrate an understanding of the relationships among individuals, family and society in order to make decisions which are in the best interest of self, family and society.

Family and Consumer Sciences Content

2. Students will demonstrate knowledge and skills regarding resource management; living environments; individual, child and family development; nutrition and food; and textiles to make decisions which enhance the quality of life for individuals and families.

Problem Solving

3. Students will solve practical problems using critical and creative thinking in order to achieve individual, family and societal goals.

Career Exploration

4. Students will apply the knowledge and experiences gained in family and consumer sciences in order to identify, explore and prepare for potential careers.

Use of Technology

5. Students will demonstrate an understanding of current and emerging technologies and their impact in order to make informed decisions about using technology to enhance individual, family and societal goals.

Diverse Populations

6. Students will demonstrate knowledge of diverse populations in order to be sensitive to and interact appropriately with others.

Interdisciplinary Connections

7. Students will apply concepts and skills from language, mathematics, science, social studies, and other disciplines to solve practical problems in order to empower individuals, strengthen families and enable communities.

We must return to our fundamental cultural values and traditional beliefs. We must recapture the spirit of family, the spirit that nurtures, protects, and strengthens our children. We must re-establish a sense of community, a sense of belonging and purpose, that prepares the way for individual achievement and independence.

Louis Sullivan, MD
U.S. Secretary of Health and Human Services

GOALS

1. **Nature, Impact and Dynamics of Relationships**
2. **Family and Consumer Sciences Content**
3. **Problem Solving**
4. **Career Exploration**
5. **Use of Technology**
6. **Diverse Populations**
7. **Interdisciplinary Connections**

Goal 1

Nature, Impact and Dynamics of Relationships

Students will demonstrate an understanding of the relationships among individuals, family and society in order to make decisions which are in the best interest of self, family and society.

SUBGOALS

1.1 ***Analyze how the family serves as the basic unit of society.***

1.2 ***Analyze the reciprocal relationships among individuals, families and society.***

1.3 ***Evaluate issues related to individuals and families.***

You cannot hope to
build a better world without
improving the individuals.
To that end each of us must
work for his own improvement,
and at the same time share a
general responsibility for all
humanity, our particular duty
being to aid those to whom we
think we can be most useful.

Marie Curie

Goal 2

Family and Consumer Sciences Content

Students will demonstrate knowledge and skills regarding resource management; living environments; individual, child and family development; nutrition and food; and textiles to make decisions which enhance the quality of life for individuals and families.

SUBGOALS

2.1 ***Analyze how knowledge and skills related to consumer and resource management affect the well-being of individuals, families and society.***

2.2 ***Analyze how knowledge and skills related to living environments affect the well-being of individuals, families and society.***

2.3 ***Analyze how knowledge and skills related to individual, child and family development affect the well-being of individuals, families and society.***

2.4 ***Analyze how knowledge and skills related to nutrition and food affect the well-being of individuals, families and society.***

2.5 ***Analyze how knowledge and skills related to textiles affect the well-being of individuals, families and society.***

The environment that people live in is the environment that they learn to live in, respond to, and perpetuate. If the environment is good, so be it. But if it is poor, so is the quality of life within it.

Ellen Swallow Richards

BEST COPY AVAILABLE

Goal 3

Problem Solving

Students will solve practical problems using critical and creative thinking in order to achieve individual, family and societal goals.

SUBGOALS

3.1 ***Explore the nature of practical problems and methods for their resolution.***

3.2 ***Demonstrate the knowledge, skills and qualities of critical and creative thinking.***

Problems can not be solved at the same thinking level in which they were created.

Albert Einstein

Goal 4

Career Exploration

Students will apply the knowledge and experiences gained in family and consumer sciences in order to identify, explore and prepare for potential careers.

SUBGOALS

4.1 ***Explore current and emerging careers related to family and consumer sciences.***

4.2 ***Prepare for employability and advancement in careers related to family and consumer sciences.***

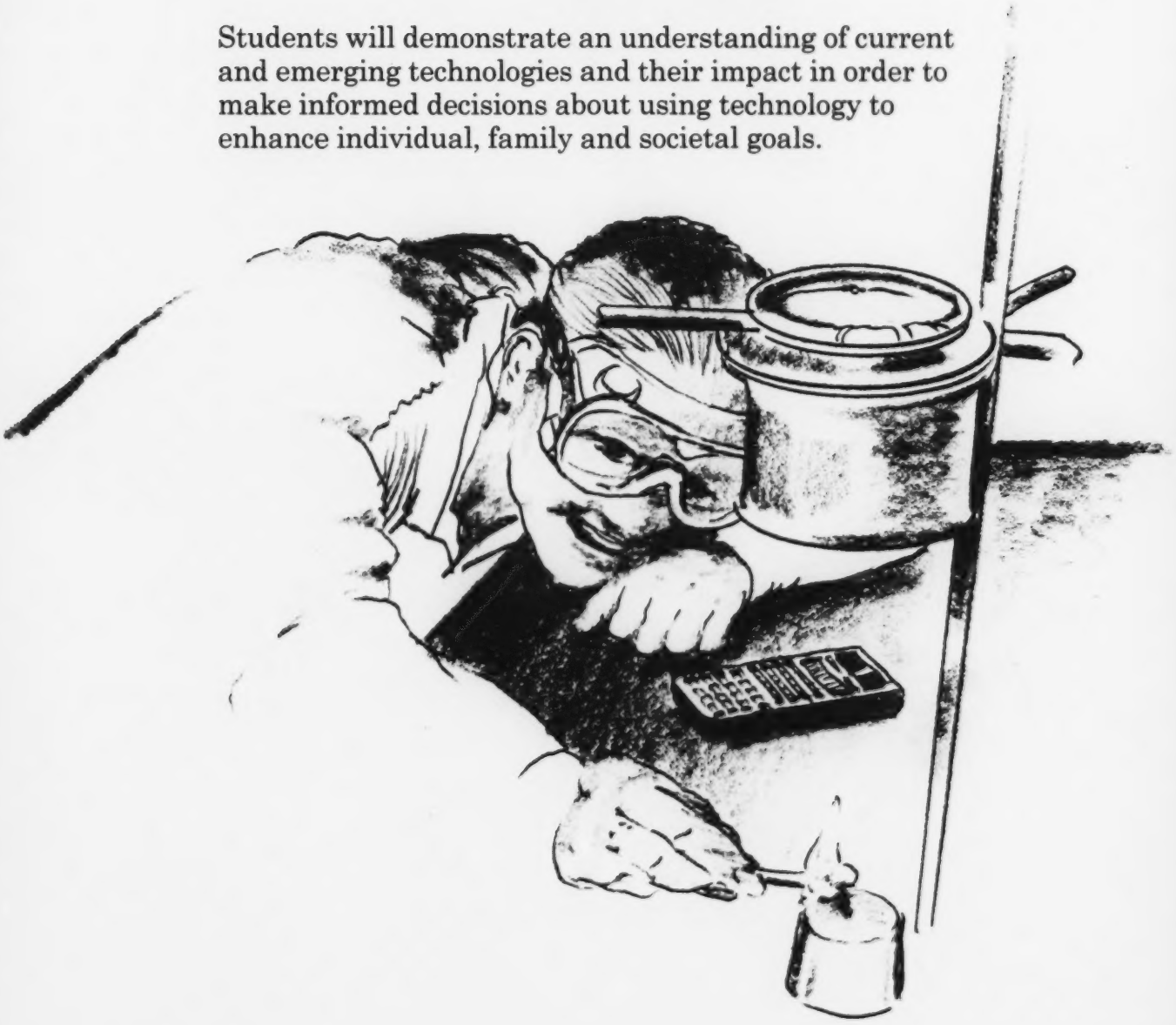
You can't just go to class and
leave. You have to get involved.
We learn stuff you can't get out
of a classroom, out of books.
We learn about life in school.
Education encompasses more
than just math and science.
It's how to work and how to live.

Rick Davey
High School Student,
Randolph, Massachusetts

Goal 5

Use of Technology

Students will demonstrate an understanding of current and emerging technologies and their impact in order to make informed decisions about using technology to enhance individual, family and societal goals.



SUBGOALS

5.1 ***Demonstrate an understanding of current and emerging technologies in areas including, but not limited to: resource management, living environments, human development, nutrition and food, and textiles.***

5.2 ***Examine the impact of current and emerging technologies on individuals, families and society.***

5.3 ***Demonstrate the ability to make informed decisions regarding use of technology to enhance individual, family and societal goals.***

Knowing is not enough; we must apply. Willing is not enough; we must do.

Goethe

Goal 6

Diverse Populations

Students will demonstrate knowledge of diverse populations in order to be sensitive to and interact appropriately with others.

SUBGOALS

6.1 ***Demonstrate sensitivity to and respect for the uniqueness of individuals within various cultural groups.***

6.2 ***Demonstrate sensitivity to and respect for the uniqueness of individual learning styles and multiple intelligences.***

If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place.

Margaret Mead

Goal 7

Interdisciplinary Connections

Students will apply concepts and skills from language, mathematics, science, social studies, and other disciplines to solve practical problems in order to empower individuals, strengthen families and enable communities.

SUBGOALS

7.1 ***Demonstrate the ability to transfer information and make connections between family and consumer sciences and other disciplines.***

7.2 ***Synthesize and apply concepts, processes and skills from various disciplines to solve practical problems related to individuals, families and society.***

The important thing is
not so much that every
child should be taught,
as that every child should
be given the wish to learn.

John Lubbock

EXPECTANCIES

GOAL 1 NATURE, IMPACT AND DYNAMICS OF RELATIONSHIPS — STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE RELATIONSHIPS AMONG INDIVIDUALS, FAMILY AND SOCIETY IN ORDER TO MAKE DECISIONS WHICH ARE IN THE BEST INTEREST OF SELF, FAMILY AND SOCIETY.

Subgoal 1.1 Analyze how the family serves as the basic unit of society.

The learner:

1.1.1 Recognizes the family as the first social system to which an individual belongs across time and cultures.
1.1.2 Describes the functions of the family.
1.1.3 Identifies family structures and cycles.
1.1.4 Analyzes factors affecting individual and family development.

Subgoal 1.2 Analyze the reciprocal relationships among individuals, families and society.

The learner:

1.2.1 Analyzes how values, standards and goals impact relationships.
1.2.2 Analyzes factors affecting individual and family relationships.
1.2.3 Analyzes public policies regarding individuals and families.

Subgoal 1.3 Evaluate issues related to individuals and families.

The learner:

1.3.1 Employs knowledge, skills and ethical behavior to manage personal, home, family and work lives.
1.3.2 Examines the economic, social and psychological aspects of family living.
1.3.3 Explores major types of crises affecting individuals and families.

The family unit plays a critical role in our society and in the training of the generation to come.

Sandra Day O'Connor

GOAL 2 FAMILY AND CONSUMER SCIENCES CONTENT — STUDENTS WILL DEMONSTRATE KNOWLEDGE AND SKILLS REGARDING RESOURCE MANAGEMENT; LIVING ENVIRONMENTS; INDIVIDUAL, CHILD AND FAMILY DEVELOPMENT; NUTRITION AND FOOD; AND TEXTILES TO MAKE DECISIONS WHICH ENHANCE THE QUALITY OF LIFE FOR INDIVIDUALS AND FAMILIES.

Subgoal 2.1 Analyze how knowledge and skills related to consumer and resource management affect the well-being of individuals, families and society.

The learner:

2.1.1 Analyzes factors affecting consumer and resource management decisions.
2.1.2 Evaluates consumer information and services.
2.1.3 Evaluates issues related to resource management of individuals and families throughout the life cycle.

Subgoal 2.2 Analyze how knowledge and skills related to living environments affect the well-being of individuals, families and society.

The learner:

2.2.1 Analyzes the significance of the home for individuals and families.
2.2.2 Analyzes the factors affecting decisions related to living environments.
2.2.3 Evaluates information about living environments and services.
2.2.4 Evaluates issues related to living environments of individuals and families throughout the life cycle.

Subgoal 2.3 Analyze how knowledge and skills related to individual, child and family development affect the well-being of individuals, families and society.

The learner:

2.3.1 Describes the stages of human growth and development throughout the life cycle.
2.3.2 Analyzes the factors affecting the development of individuals, children and families.
2.3.3 Analyzes the responsibilities of parenthood.

2.3.4 Evaluates information and services designed to provide for assistance to individuals and families.

Subgoal 2.4 Analyze how knowledge and skills related to nutrition and food affect the well-being of individuals, families and society.

The learner:

2.4.1 Analyzes the significance of food for individuals and families.
2.4.2 Analyzes the factors affecting nutrition and food decisions.
2.4.3 Evaluates nutrition and food information and services.
2.4.4 Evaluates nutrition and food issues of individuals and families throughout the life cycle.

Subgoal 2.5 Analyze how knowledge and skills related to textiles affect the well-being of individuals, families and society.

The learner:

2.5.1 Analyzes the significance of textiles for individuals and families.
2.5.2 Analyzes the factors affecting textile decisions.
2.5.3 Evaluates textile information and services.
2.5.4 Evaluates textile issues of individuals and families throughout the life cycle.

GOAL 3 **PROBLEM SOLVING** — STUDENTS WILL SOLVE PRACTICAL PROBLEMS USING CRITICAL AND CREATIVE THINKING IN ORDER TO ACHIEVE INDIVIDUAL, FAMILY AND SOCIETAL GOALS.

Subgoal 3.1 Explore the nature of practical problems and methods for their resolution.

The learner:

3.1.1 Differentiates among theoretic, technical and practical problems.
3.1.2 Describes common and recurring practical problems facing individuals, families and society.
3.1.3 Explains the three systems of action which contribute to the solution of practical problems.

Subgoal 3.2 Demonstrate the knowledge, skills and qualities of critical and creative thinking.

The learner:

3.2.1 Identifies mental habits affecting self-regulated, critical and creative thinking and learning.
3.2.2 Demonstrates an awareness of one's thinking and learning.
3.2.3 Evaluates the effectiveness of actions resulting from one's thinking and learning.
3.2.4 Demonstrates mental habits of critical thinking.
3.2.5 Demonstrates mental habits of creative thinking.

Subgoal 3.3 Employ independent and cooperative approaches to the resolution of problems in family, community, and work environments.

The learner:

3.3.1 Identifies practical problems in one's life.
3.3.2 Demonstrates the practical reasoning process.
3.3.3 Acts to resolve practical problems.

We pay a price when we deprive children of the exposure to the values, principles and education they need to make them good citizens.

Sandra Day O'Connor

EXPECTANCIES

GOAL 4 CAREER EXPLORATION — STUDENTS WILL APPLY THE KNOWLEDGE AND EXPERIENCES GAINED IN FAMILY AND CONSUMER SCIENCES IN ORDER TO IDENTIFY, EXPLORE AND PREPARE FOR POTENTIAL CAREERS.

Subgoal 4.1 Explore current and emerging careers related to family and consumer sciences.

The learner:

4.1.1 Describes current career opportunities in areas including, but not limited to: nutrition and food sciences; child development; gerontology; family resource management; consumer economics; fashion design and merchandising; textile science; living environment design; and family studies.
4.1.2 Explores emerging careers in family and consumer sciences.
4.1.3 Investigates educational requirements and training opportunities related to careers in family and consumer sciences.

Subgoal 4.2 Prepare for employability and advancement in careers related to family and consumer sciences.

The learner:

4.2.1 Identifies personal interests, abilities and goals.
4.2.2 Demonstrates knowledge, skills, attributes and attitudes needed to be a productive worker.

GOAL 5 USE OF TECHNOLOGY — STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF CURRENT AND EMERGING TECHNOLOGIES AND THEIR IMPACT IN ORDER TO MAKE INFORMED DECISIONS ABOUT USING TECHNOLOGY TO ENHANCE INDIVIDUAL, FAMILY AND SOCIETAL GOALS.

Subgoal 5.1 Demonstrate an understanding of current and emerging technologies and their impact in order to make informed decisions about using technology to enhance individual, family and societal goals.

The learner:

5.1.1 Identifies technologies utilized by institutions and human enterprises in the areas of family and consumer sciences.
5.1.2 Utilizes technologies and equipment in a safe and responsible manner.
5.1.3 Identifies resources and processes used in the development of technologies.

Subgoal 5.2 Examine the impacts of current and emerging technologies on individuals, families and society.

The learner:

5.2.1 Recognizes the responsibility of individuals to evaluate current and emerging technologies in relation to individual, family and societal goals.
5.2.2 Evaluates the impacts of technology on individuals and families in working and living environments.
5.2.3 Explores possibilities for future uses of technology.

Subgoal 5.3 Demonstrate the ability to make informed decisions regarding use of technology to enhance individual, family and societal goals.

The learner:

5.3.1 Utilizes credible resources to make informed decisions about the use of technology.
5.3.2 Recognizes that compromises and trade-offs exist in the use of technology.
5.3.3 Recognizes ethical principles involved in decision making regarding the selection and application of technology.
5.3.4 Utilizes technology.
5.3.5 Analyzes the results of the decisions relative to the technologies chosen to make refinements on future decisions.

GOAL 6 DIVERSE POPULATIONS — STUDENTS WILL DEMONSTRATE KNOWLEDGE OF DIVERSE POPULATIONS IN ORDER TO BE SENSITIVE TO AND INTERACT APPROPRIATELY WITH OTHERS.

Subgoal 6.1 Demonstrate sensitivity to and respect for the uniqueness of individuals within various cultural groups.

The learner:

6.1.1 Values one's heritage.
6.1.2 Compares and contrasts how cultural identity influences self, family and society.
6.1.3 Interacts appropriately with individuals from various cultures.

Subgoal 6.2 Demonstrate sensitivity to and respect for the uniqueness of individual learning styles and multiple intelligences.

The learner:

6.2.1 Recognizes one's learning and intelligence styles.
6.2.2 Analyzes how individual learning styles and multiple intelligences influence self, family and society.
6.2.3 Works productively with others.

GOAL 7 INTERDISCIPLINARY CONNECTIONS — STUDENTS WILL APPLY CONCEPTS AND SKILLS FROM LANGUAGE, MATHEMATICS, SCIENCE, SOCIAL STUDIES, AND OTHER DISCIPLINES TO SOLVE PRACTICAL PROBLEMS IN ORDER TO EMPOWER INDIVIDUALS, STRENGTHEN FAMILIES AND ENABLE COMMUNITIES.

Subgoal 7.1 Demonstrate the ability to transfer information and make connections between family and consumer sciences and other disciplines.

The learner:

7.1.1 Conveys interdisciplinary information using a variety of strategies and technologies.
7.1.2 Uses acquired knowledge and skills from other disciplines effectively in family and consumer sciences learning situations.
7.1.3 Applies knowledge and skills from family and consumer sciences effectively in academic learning situations.

Subgoal 7.2 Synthesize and apply concepts, processes and skills from various disciplines to solve practical problems related to individuals, families and society.

The learner:

7.2.1 Demonstrates strategic thinking using a cross disciplinary approach to solving practical problems.
7.2.2 Evaluates possible solutions generated to practical problems from an interdisciplinary perspective.

We'll teach the children how to drive, how to do homemaking, a variety of things, but we don't teach very much about the most important role that any of us ever take on, which is the role of parent.

Edward Zigler, Ph.D.
Yale University

ILLUSTRATED OBJECTIVES

These sample objectives represent a way to incorporate a framework expectancy into a local family and consumer sciences curriculum. They are organized to give sample objectives for four levels: elementary, middle/junior high, high school, and advanced high school family and consumer sciences education. A local school system that chooses to use these illustrative objectives may determine their specific placement and modify them to meet local needs.

GOAL 2 STUDENTS WILL DEMONSTRATE KNOWLEDGE AND SKILLS REGARDING RESOURCE MANAGEMENT; LIVING ENVIRONMENTS; INDIVIDUAL, CHILD AND FAMILY DEVELOPMENT; NUTRITION AND FOOD; AND TEXTILES TO MAKE DECISIONS WHICH ENHANCE THE QUALITY OF LIFE FOR INDIVIDUALS AND FAMILIES.

Subgoal 2.4 Students analyze how knowledge and skills related to nutrition and food affect the well-being of individuals, families and society.

Expectancy

The learner:

2.4.2 Analyzes the factors affecting nutrition and food decisions.

Elementary Family and Consumer Sciences Education:

During grades K–5 the learner will:

a. explain how diet, exercise and rest affect health and wellness.
b. explain the purpose and principles of dividing foods into five basic groups.
c. discuss the importance of a varied diet.

Middle/Junior High Family and Consumer Sciences Education:

During grades 6–8 the learner will:

a. identify ways that food satisfies physical, emotional, social and health needs.
b. outline the general nutritional differences among the food groups and give examples of foods in each group.
c. utilize the Food Guide Pyramid and Dietary Guidelines to evaluate eating habits.
d. identify the functions and sources of nutrients needed by the body.

High School Family and Consumer Sciences Education:

During grades 9–12 the learner will:

a. explain the relationship between individual values, standards and goals and food selection.
b. analyze social influences on food choices.
c. utilize the Food Guide Pyramid and Dietary Guidelines to plan menus.
d. evaluate nutrient needs over the life span.
e. evaluate the use of time, energy and money in food selection.

Advanced High School Family and Consumer Sciences Education:

During grades 9–12 the learner will:

a. analyze public policies which affect the food supply and nutrition.
b. analyze global factors and resources affecting individual and family food decisions.
c. evaluate the impact of food-related technology in the food industry and home.

There is always one moment in childhood where the door opens and lets the future in.

Graham Greene

CURRICULUM, ASSESSMENT AND DEVELOPMENT

PHILOSOPHY

A philosophy is an explicit statement of the beliefs that should direct all aspects of a school system's curriculum. Developing a statement of philosophy allows educators in a system to reach consensus about the nature of the subject matter as it relates to the instructional program. A clear statement of philosophy, therefore, can aid the school system in developing goals, specifying instructional strategies, and assessing programs.

A comprehensive philosophy should begin by addressing the subject matter, its relationship to society, and its relationship to learners. Based upon a synthesis of these elements, a clear position statement should be developed to direct the structuring of the curriculum.

The Subject Matter

This section should describe the subject matter that is to be taught and the disciplines from which the curriculum should be drawn. It should address the underlying premises and values as well as the investigative strategies and processes inherent in these disciplines.

Society

Society's needs in relation to the subject matter should be of primary importance when planning a program. This section of the philosophy should describe these needs and how they can be met by a comprehensive curriculum.

The Learner

The system's set of beliefs about the needs of students is stated in this section. These needs include those that are influenced by the external demands of society and those which, if met, would lead to personal fulfillment.

The Curricular Statement

The curricular statement is the culminating section of the philosophy. It synthesizes the needs of society and the learner with the subject matter content to produce a rationale for the curriculum.

DEVELOPING A PHILOSOPHY

In developing a program philosophy it may be useful to review existing philosophy statements from the local, state, and national levels. Implicit beliefs held by the local community should also be identified and considered. Finally, a system-wide consensus should be reached on the key beliefs outlined in the final product.

EXAMPLE OF A LOCAL FAMILY AND CONSUMER SCIENCES PHILOSOPHY

Subject Matter

The focus of Family and Consumer Sciences Education is the family. This includes the knowledge of family forms, meanings of family, family relations and communications, family functions and roles, family resource development and management and family as a context for human development and societal interaction. The family is the basis of communities and society. The economic well-being of our nation is based on the social and economic well-being of families. The family is responsible for nurturing its members and forming the foundation of personal development. Families, to a great extent, determine who a person is and what a person becomes.

Society

Family and Consumer Sciences Education prepares youth and adults for competence in the work of the family and careers based on family and consumer sciences skills. The concept of work, whether in a family or job setting, is central to career and technology education.

In order to accomplish the mission of Family and Consumer Sciences we acknowledge three systems of action within families: technical (how-to action), interpretive (communicating meaning), and emancipative (critical and creative thinking; proactive action). (Marjorie Brown and Beatrice Paolucci, American Association of Family and Consumer Sciences, 1979). Family and Consumer Sciences Education takes action to help learners develop technical skills to provide for their physical needs. It provides for interpretive action which evolves from the communication of meanings, intentions, goals and values. It promotes emancipative action which results when the learner develops a critical

perspective (the ability to reason, pause, reflect, think and act). Self-formation, the maximizing of human potential, is the result of the application of the three action systems. Through Family and Consumer Sciences Education the three systems of action empower the learner to make improvements in society according to democratic principles (freedom with responsibility, equity, justice, preservation of human dignity). (A Conceptual Guide Framework for Home Economics Curriculum in Maryland, 1989.)

Learner

Family and Consumer Sciences curriculum contributes to the development of the individual through an exploration of: the nature, impact and dynamics of relationships; family and consumer sciences content; problem solving; use of technology; diverse populations; career exploration; and interdisciplinary connections. This development is accomplished primarily through experience-based learning within the school and community.

Curriculum

Family and Consumer Sciences Education is a comprehensive, integrated, experience-based program which addresses perennial concerns of personal and family living. Students develop skills, acquire knowledge and utilize processes regarding resource management; living environments; individual, child and family development; nutrition and food; and textiles to make decisions which enhance the quality of life for individuals and families.

GOALS

Goals are broad, general statements that are derived from the philosophy that determine the curriculum. They set the direction of the program by identifying those learner outcomes that are to be achieved through a comprehensive and effective program.

Since program goals are broad, subgoals may be used to define the major areas covered by each goal. Additional levels of behavioral statements may be written to further specify the expected behaviors within each goal.

Developing Goals

Goals should be developed from and thus reflect the system's philosophy. The chosen set of goals should, at minimum, incorporate all of the goals and subgoals from the state while addressing the specific needs of the community and special populations of children.

SCOPE AND SEQUENCE

A scope and sequence is a picture of the entire curriculum from the school system level. It provides a broad overview of the content of the curriculum and illustrates the sequencing of the material from kindergarten through the twelfth grade.

In any scope and sequence it is important that certain key elements be presented for each unit or course; the title or topic, a narrative describing the content, the goals and subgoals to be taught, and the placement of the unit or course within the school program.

Developing and Assessing A Scope and Sequence

The first step for developing a new scope and sequence or modifying an existing one is to review what is currently being taught. To accomplish this it may be helpful to answer the following series of questions about the current scope and sequence.

1. Are the topics covered to meet the desired scope of the program?
2. Is the content and its placement appropriate for the developmental levels of the various types of learners?
3. Are each of the system's goals incorporated into the current scope?
4. Does the sequence follow a logical order and allow for recycling of material when appropriate?

The answers to these questions should be examined and recommendations made for needed changes in the scope and sequence. Once this need assessment has been completed, the scope and sequence should be revised to reflect the newly developed philosophy and goals.

There are a variety of ways that a sequence can be structured and still meet the recognized needs of a system. The following comprehensive family and consumer sciences education sequence is provided as one example of how this might be done.

EXAMPLE OF A LOCAL FAMILY AND CONSUMER SCIENCES EDUCATION SCOPE AND SEQUENCE

The scope and sequence of Family and Consumer Sciences Education provides a picture of the entire curriculum from the school system level. It provides a broad overview of the content of the curriculum and illustrates the sequence of the material from elementary through high school. This document will address:

- elementary school family and consumer sciences education
- middle school family and consumer sciences education
- high school family and consumer sciences education
- advanced high school family and consumer sciences education

Elementary School Family and Consumer Sciences Education

The purpose of elementary Family and Consumer Sciences Education is to develop the student's awareness of individual and family development. The Family and Consumer Sciences Education program is not a stand-alone curriculum, but rather is integrated into other courses. It reinforces basic learning through its relevance to the home and family environment.

Parents are the key to the healthy growth and development of children.

Jack Shonkoff, M.D.,
University of Massachusetts Medical School

Elementary School Family and Consumer Sciences Education students will:

1. become aware of the function of the family.
2. become aware of individual growth and development processes.
3. become aware of the nature of interpersonal relationships.
4. develop problem-solving skills.
5. become aware of how technology meets human needs and desires.
6. develop cooperative work habits.
7. utilize written and oral communication skills.

Middle/Junior High School Family and Consumer Sciences Education

Family and Consumer Sciences Education at the middle/junior high school level is characterized by the term "exploration". At this level, students should be involved in broad, introductory experiences in resource management; living environments; individual, child and family development; nutrition and food; and textiles. It is recommended that all students study family and consumer sciences at this level regardless of educational and career goals. This is because all individuals are members of a family, community and society and will need to manage their personal, home, family and work lives.

Middle School/Junior High School Family and Consumer Sciences Education students will:

1. recognize the role of the individual in the family and as a positive contributing member to a local and global society.
2. develop a positive self image by meeting success in hands-on experiences.
3. make informed consumer decisions regarding the management of clothing, time, money, food and energy.
4. develop skills in the safe use and operation of basic tools, machines, materials and processes in the areas of resource management, living environments, human development, nutrition and food, and textiles.
5. utilize a problem-solving strategy to solve practical problems in family life.
6. identify various family and consumer sciences-related careers, the opportunities in these fields and their life-long learning requirements.
7. appreciate the nature of technology and its impact on the individual, family and society.
8. work productively with others by respecting the uniqueness of individuals.
9. use knowledge and skills acquired from other disciplines effectively in family and consumer sciences

High School Family and Consumer Sciences Education Program

The mission of Family and Consumer Sciences Education at the high school level is to prepare students for competence in the work of the family and careers based on family and consumer sciences skills. This is accomplished through instruction and participation in experiences pertaining to: the nature, impact and dynamics of relationships; resource management; living environments; individual, child and family development; nutrition and food; and textiles; problem solving; use of technology; diverse populations; career exploration; and interdisciplinary connections.

High School Family and Consumer Sciences Education students will:

1. demonstrate an understanding of the relationships among individuals, family and society in order to make decisions which are in the best interest of self, family and society.
2. demonstrate knowledge and skills regarding resource management; living environments; individual, child and family development; nutrition and food; and textiles to make decisions which enhance the quality of life for individuals and families.
3. solve practical problems using critical and creative thinking in order to achieve individual, family and societal goals.
4. apply the knowledge and experiences gained in family and consumer sciences in order to identify, explore and prepare for potential careers.
5. demonstrate an understanding of current and emerging technologies and their impact in order to make informed decisions about using technology to enhance individual, family and societal goals.
6. demonstrate knowledge of diverse populations in order to be sensitive to and interact appropriately with others.
7. apply concepts and skills from language, mathematics, science, social studies and other disciplines to solve practical problems in order to empower individuals, strengthen families and enable communities.

Advanced Family and Consumer Sciences Education

Advanced Family and Consumer Sciences Education courses provide opportunities for the in-depth study of one subject matter area within family and consumer sciences such as resource management; living environments; individual and family development; nutrition and food; or textiles. The scope of these courses is more focused that the basic high school course, allowing students to develop more advanced skills and deeper understandings of the selected topics. These courses emphasize an interdisciplinary perspective linking family and consumer sciences content with academics, technology and transition from school to careers. The learner outcomes for family and consumer sciences remain the basis for these courses.

Advanced Family and Consumer Sciences Education courses may be an integral part of a local school system's program options such as:

- articulation agreements
- dual enrollment agreements
- tech prep
- internships/cooperative work or other school-to-careers experience
- certificate of merit requirements
- Career and Technology approved program
- advanced technology education credit
- elective credit
- core graduation requirements

Advanced Family and Consumer Sciences Education courses may qualify for core graduation credit in, but not limited to, the following curricular areas:

- science
- technology education
- social studies
- fine arts
- health
- mathematics
- English

INSTRUCTIONAL UNITS

An instructional unit describes how a topic at a particular grade level is to be taught. It is a guide for teachers to use in working with their students.

An Instructional Unit Consists of Several Important Elements:

- the title or topic to be covered;
- a narrative or outline describing the content to be covered;
- a set of objectives derived from the goals and subgoals defining the scope of the unit or course;
- the activities necessary to reach the objectives;
- a list of resources, equipment, and supplies;
- a description of the evaluation procedures needed to determine whether or not the objectives have been met.

How Are Instructional Units Developed?

The first step in the development process is to examine the existing instructional units. It may be helpful to ask a series of questions about the units:

1. Do the objectives build toward designated goals and subgoals, and do they cover the scope of the topic?
2. Is the content, including skills, adequate enough to cover the topic, and is it current?
3. Are the activities adequate for reaching the objectives, and are they appropriate for the learner?
4. Is the sequence of learning activities within the unit logical?
5. Are the resources listed adequate for the activities?
6. Does the evaluation relate directly to the stated objectives?

After this needs assessment is completed, a series of decisions must be made. First, is it possible simply to revise the existing units? Second, if not, are there available units from an outside source that could be adapted to meet the identified needs? Third, if no such program is available, how can new units be developed locally to improve the curriculum?

Once these questions have been answered, it may be helpful to pilot any resulting curriculum changes. The evaluation of such a pilot can be useful in further refining the new curriculum.

If you bungle raising your children, nothing else much matters in life.

Jacqueline Kennedy Onassis

Example of a Local Instruction Unit using the practical problem approach. (Grade Six)

PERENNIAL PROBLEM: What should be done about enabling the development and maintenance of self-formed individuals?

PRACTICAL PROBLEM: What should be done about increasing one's understanding of self and interpersonal relationships?

DESCRIPTION OF UNIT

As a result of instruction and activities, students will demonstrate knowledge of the impact of a positive self image on personal development and interpersonal relationships.

1. Objective: Students recognize the value and source of a positive self image.
   a. Activities:
      The student:
      - identifies factors that contribute to a positive self concept.
      - creates a personality web that identifies personal qualities and characteristics.
      - brainstorms experiences and activities that could help teens get to know themselves better (ex. keeping a journal, taking on a leadership position in an activity or sport).
      - identifies strategies for reaching individual potential.
      - develops a personal grooming plan.

   b. Evaluation:
      Skills, knowledge and attitudes may be observed through student performance in laboratory work, planning activities, worksheets and class discussion.

2. Objective: Students identify skills that help build strong relationships.
   a. Activities:
      The student:
      - role plays examples of nonverbal communication.
      - identifies how good communication helps build relationships.
      - practices effective verbal communication skills.
      - practices meal time etiquette including table setting, food service and table manners.
      - practices cooperative learning strategies (ex. reading clusters, jigsaw, roundtable, think-pair-share, roundrobin, corners).
      - performs tasks in a group situation.
      - assumes leadership roles.

   b. Evaluation:
      Skills, knowledge and attitudes may be observed through student performance in laboratory work, planning activities; worksheets and class discussion.

3. Objective: Students examine the relationship between personal goals, interests and skills and career choices.
   a. Activities:
      The student:
      - completes a self assessment on talents and skills related to future plans.
      - identifies personal values, wants and needs.
      - identifies categories of careers.
      - explains the career cluster system.
      - matches individual interests and skills to specific career clusters.
      - identifies family and consumer sciences occupations under each career cluster.

   b. Evaluation:
      Skills, knowledge and attitudes may be observed through student performance in laboratory work, planning activities, worksheets and class discussion.

What is authentic instructional assessment?

Authentic Assessment does not refer to a single way of assessing academic achievement. Rather, authentic assessment is based on the belief that assessment should as much as possible engage students in **conceptual thinking** and **problem solving** on tasks of both practical and academic significance. Authentic assessment should be viewed as part of a larger philosophy of instruction which stresses active learning and problem solving. Teaching and learning must prepare students to think for themselves, to solve open-ended problems, and to write and speak about their inquiry and conclusions. Following are four characteristics of authentic assessment — criteria that may serve as a guide to authenticity in assessment.

1. **Producing and evaluating ideas.** The assessment gains authenticity when students are asked to generate new ideas or assess current ideas, not merely reproduce facts, dates, terms or formulas that they have memorized.

2. **Background knowledge.** Assessment tasks are more authentic if they require students to draw on a base of prior knowledge. Prior knowledge makes it possible for the student to apply known facts and concepts to new questions and it furnishes criteria to evaluate the relevance or correctness of new ideas. This leads to the creation of new knowledge, enlarging and deepening the knowledge base.

3. **Integrated knowledge and skills.** Authentic problems may require integrating mathematical, reading, and other skills or knowledge bases. Most real-life problems are not presented in neat packages. The act of integrating ideas to create products or performances is another feature that can make assessment more authentic.

4. **Aesthetic and utilitarian purposes.** Products of intellectual tasks are more authentic if they have value beyond evaluation. Assessment is more authentic if students are involved in tasks which are meaningful beyond their function as evaluation devices.

AUTHENTIC INSTRUCTIONAL ASSESSMENTS

Authentic assessment almost always involves the use of "scoring rubrics". Scoring rubrics consist of criteria and standards which the assessor uses to rate performance. Criteria are the dimensions on which a particular product or performance is rated. Standards denote levels of performance on each of the criteria.

Frequently authentic assessments require students to demonstrate targeted knowledge and skills identified as important to lifelong learning and success in the workplace. Possible products that might be included in authentic assessment tasks include the following as identified by the Maryland Assessment Consortium:

<u>Written</u>

advertisement
biography
book report/review
brochure
case study
editorial
essay
experiment record
game
journal
lab report
letter
log
magazine article
memo
newspaper article
poem
proposal
questionnaire
research report
script
other

<u>Oral</u>

audiotape
debate
discussion
dramatization
interview
newscast
oral report
play
poetry reading
rap
skit
song
teach a lesson
other

<u>Visual</u>

advertisement
banner
cartoon
collage
collection
computer graphic
construction
data table
design
diagram
display
diorama
drawing
graph
map
model
painting
photograph
portfolio
poster
scrapbook
sculpture
slide show
storyboard
videotape
other

APPENDICES

Appendix A: Glossary **35**

Appendix B: Sample Authentic Instructional Assessments **37**

Appendix C: Sample Course Description **40**

Middle School Family and Consumer Sciences

You, The Individual, Grade 6 40

You and the Family, Grade 7 41

You, the Family and Society, Grade 8 42

High School Family and Consumer Sciences

Interpersonal Relationships 43

Balancing Work and Family 44

Financial Fitness 45

Design and Merchandising 46

Living Environments 47

Living With Biotechnology 48

Nutrition Applications 49

Cultures and Cuisines 50

Career and Technology Education Program, High School Family and Consumer Sciences Program 51

Early Childhood Course Sequence, Tech Prep Sequence 52

Child Development I 53

Child Development II 54

Advanced Family and Consumer Sciences

Child Development III 55

Intergenerational Care 56

Food Science/Technology 57

Nutrition Science 58

GLOSSARY

Approved Career and Technology Education Program An approved Maryland State Department of Education Career and Technology Education Program consists of an approved sequence of courses equivalent to at least four credits, which leads to an entry level job upon graduation or further education.

Authentic Assessment Assessment is the evaluation of student ability or competency achievement through meaningful-use tasks.

Biotechnology Biotechnology is the application of biological organisms to make and modify products.

Creative Thinking Creative thinking is using basic thinking processes to develop or invent novel, aesthetic, constructive ideas or products, related to percepts as well as concepts, and stressing the initiative aspects of thinking as much as the rational. Emphasis is on using known information or material to generate the possible, as well as to elaborate on the thinker's original perspective or design.

Critical Thinking Critical thinking is using basic thinking processes to analyze arguments and generate insight into particular meanings and interpretations; develop cohesive, logical reasoning patterns and understand assumptions and biases underlying particular positions; attain a credible, concise, and convincing style of presentation, mode, or argument.

Cross Disciplinary Cross disciplinary means involving two or more disciplines or fields.

Cultural Groups Cultural groups are groups that identify by the factors of race, ethnicity, region, religion, gender, language, socioeconomic status, age or disability.

Diverse Populations Diverse populations are groups differentiated by race, ethnicity, region, religion, gender, language, socioeconomic status, age or disability.

Family A family is a unit of intimate, transacting and interdependent persons who share values and goals, responsibility for decisions and resources, and have commitment to one another over time.

Family and Consumer Sciences Family and Consumer Sciences is a professional field that uses an integrative approach to the relationships among individuals, families and communities and the environments in which they function.

Food Science Food Science is the study of the production, processing, preparation, evaluation and utilization of food.

Gerontology Gerontology is the scientific study of the process of aging and of the problems of aged people.

Interdisciplinary Interdisciplinary means involving two or more disciplines or fields.

Intergenerational Intergenerational means of, occurring between, or intended for individuals in different generations.

APPENDIX A

Living Environments Living environments are the physical surroundings that are suitable for human activity or existence.

Multiple Intelligences Multiple Intelligences are the broad range of abilities that humans possess including seven comprehensive categories: linguistic, logical-mathematical, spacial, bodily-kinesthetic, musical, interpersonal and intrapersonal.

Nutrition Science Nutrition Science is the study of food nutrients and their affect on the systems of the human body.

Perennial Problems Perennial problems are concerns that recur from one generation to the next and are enduring questions about what to do regarding the quality of human life.

Practical Problems Practical problems are questions of "What to do about..." or "What action to take..." which require reasoned thought, judgement and action.

Self Formation Self formation is the maximizing of human potential.

Synthesizing Synthesizing is combining elements to produce an enhanced solution to a problem.

Systems of Action Systems of action are actions that family members can take that are categorized according to the kind of thinking involved and the knowledge organization with different ends of view.

> ***Technical Action*** Technical action focuses on the application of prescriptive procedures to achieve a specific outcome that can be predicted and controlled. (how-to action)
>
> ***Interpretive Action*** Interpretive action is concerned with bringing about understanding through shared meanings arrived through dialogue. The intent is to uncover underlying values and intent of communication, action, symbols, gestures. It fosters active reflective involvement in the construction of meanings as opposed to passive acceptance of stipulated definitions. (communicating meaning)
>
> ***Emancipatory Action*** Emancipatory action encourages freedom to act with responsibility, without being forced or manipulated — consciously or unconsciously. The intent is to expose or uncover conditions that are repressive of individuals, families, society in order to bring about changes so that persons can act in ways which are most enhancing of development. (critical and creative thinking; proactive action)

Technology Technology is the application of knowledge, tools and skills to solve practical problems and extend human capabilities.

Textile Science Textile science is the study of fibers by identifying characteristics inherent with scientific properties.

Well-Being Well-being is the state of being well, happy or prosperous.

SAMPLE AUTHENTIC INSTRUCTIONAL ASSESSMENT

EARLY CHILDHOOD PORTFOLIO

1. **Art Projects**

   Develop five appropriate preschool art projects. Art samples need to be protected. For each sample include the following information:

   a. Name of project
   b. Materials
   c. Procedure
   d. Special considerations/traps

   Include a recipe section of favorite recipes for art materials (e.g., play dough, fingerpaint, paste, iridescent soap bubbles, squeeze bottle art).

2. **Book File**

   Review five children's picture books and make file cards for each, recording the following information:

   a. Title, author, illustrator, publisher, date
   b. Special features, such as sound words, repetitious phrases, picture details
   c. Special time for using book (e.g., rainy day, Halloween, after field trip, when child is sad).
   d. Special activities to extend book experience (e.g., planting seeds after reading a book on food).

3. **Song File**

   Develop a song file of five children's songs and five fingerplays. Label cards into appropriate categories (e.g., winter/snow, animals, movement, nursery rhymes, transportation).

4. **Felt Board Stories**

   Make one flannel board story and/or puppet by using your favorite story, song, or developed pattern.

5. **Learning Games**

   Make one appropriate learning game to promote young children's cognitive development. The game should help children develop such concepts as shape, color, size, classification, seriation and number. Examples of games include:

   Lotto games (using your own stickers, wrapping paper)
   Work jobs (mathematics games)
   Classification games
   Perception games
   Matching games
   Feel it box

6. **Lesson Plans and Observations**

   Include your best sample of a lesson plan and observation review and a video tape of a lesson.

7. **Evaluation of Supervised Experiences Rating Chart**

   Include these two teacher-prepared competency evaluation sheets.

8. **Resume**

   Include your career objective, work experience, activities, special skills and references.

APPENDIX B

SAMPLE AUTHENTIC INSTRUCTIONAL ASSESSMENT

INTEGRATION PROJECT

This long-term project can be the culmination of a single course or a career development program (Career and Technology Education Program). It will blend skills, concepts and information from the major disciplines offered in the student's course of study.

The following components are included in the project:

a. *Paper* — A career related, formal research paper that is completed with the help of the student's English teacher(s), media specialists and family and consumer sciences teacher(s). The research process is the basis by which the paper, product and presentation are developed and supported.
b. *Product* — A tangible product related to the student's family and consumer sciences program will be designed, constructed and exhibited during the presentation. The student's family and consumer sciences teachers as well as other teachers can serve as resource persons.
c. *Presentation* — A formal, oral presentation of the project to a student's committee. The committee will include the student's family and consumer sciences teachers, English teacher, staff advisor and possibly another academic teacher or member of business and industry.

Example: Food Science

A student develops a new food product to fill an existing need. Special diets, food shortages, storage problems all present opportunities for development. The student could connect with local grocers, restaurateurs, cafeteria workers, and science teachers.

Example: Food Production, Management, and Services Career and Technology Education Program

A student designs a restaurant. Connections could be made with business and industry, small business administration, and interior design/architectural drawing teachers.

SAMPLE AUTHENTIC INSTRUCTIONAL ASSESSMENT

NUTRITION — AN INTERNET ACTIVITY

APPENDIX B

1. ***Objective***

   To locate resources on the Internet to support the study of Biology topics.

2. ***Curriculum Link***

   Biology, Chemistry, Anatomy and Physiology and Advanced Placement courses
   Nutrition and Diet

3. ***Purpose of Lesson***

   This lesson allows students to research information for a topic that is related to nutrition and/or diet. Once they have a topic, students should identify some key words that can be coupled with the word nutrition to search through a vast number of papers, articles, and research results.

4. ***Background Information***

   Students will need to identify a particular topic before they can search, so they can develop a list of key words. In the examples that follow, some ideas are provided. Once an article is found, it may contain a list of keywords at the end of the document. These can be used to extend the search.

5. ***Procedure/Activity***

   Classroom Overview
   Students can work individually or in small groups. To present their topic to their class, students can prepare short informative speeches and posters. If students are working individually, they can choose a topic such as: the Food Pyramid Current Recommendations, Garlic and Carcinogens, Fat Content of Wild Game, Nutritional Benefits of Broccoli, etc. If they are working in small groups, the topics could be broader in scope such as: Cholesterol — Current Guidelines, Vitamins — Role in Nutrition, Obesity and Heart Disease, Fat and Diet.

APPENDIX

SAMPLE COURSE DESCRIPTION
MIDDLE SCHOOL FAMILY AND CONSUMER SCIENCES EDUCATION

GRADE SIX — YOU, THE INDIVIDUAL

Course Description:

YOU, THE INDIVIDUAL is designed to help the student develop positive self-esteem. This course will enable the student to acquire critical thinking skills in order to make wise decisions to promote optimal personal growth.

Course Objectives:

The learner will:

1. demonstrate an understanding of the relationships among individuals in order to make decisions which are in the best interest of self.
2. demonstrate knowledge and skills regarding resource management; living environments; individual, child and family development; nutrition and food; and textiles to make decisions which enhance the quality of life for individuals.
3. solve practical problems using critical and creative thinking in order to achieve individual goals.
4. synthesize the knowledge and experiences gained in family and consumer sciences in order to identify potential careers.
5. demonstrate an understanding of current and emerging technologies and their impact in order to make informed decisions about using technology to enhance individual goals.
6. demonstrate knowledge of diverse populations in order to be sensitive to and interact appropriately with others.
7. apply concepts and skills from language, mathematics, science, social studies and other disciplines to solve practical problems in order to empower individuals.

Units of Instruction:

1. Increasing One's Understanding of Self and Interpersonal Relationships
2. Effective Management of Individual Resources
3. Individual Diet and Nutritional Needs
4. Selection and Care of Individual Wardrobes
5. Organizing Personal Space

SAMPLE COURSE DESCRIPTION
MIDDLE SCHOOL FAMILY AND CONSUMER SCIENCES EDUCATION

APPENDIX C

GRADE SEVEN — YOU AND THE FAMILY

Course Description:

YOU AND THE FAMILY is designed to enable the student to understand changing family dynamics. The student will recognize and interpret the individual roles and responsibilities contributing to the strength of family relationships.

Course Objectives:

The learner will:

1. demonstrate an understanding of the relationships among individuals and families in order to make decisions which are in the best interest of self and family.
2. demonstrate knowledge and skills regarding resource management; living environments; individual, child and family development; nutrition and food; and textiles to make decisions which enhance the quality of life for individuals and families.
3. solve practical problems using critical and creative thinking in order to achieve individual and family goals.
4. synthesize the knowledge and experiences gained in family and consumer sciences in order to identify and explore potential careers.
5. demonstrate an understanding of current and emerging technologies and their impact in order to make informed decisions about using technology to enhance individual and family goals.
6. demonstrate knowledge of diverse populations in order to be sensitive to and interact appropriately with others.
7. apply concepts and skills from language, mathematics, science, social studies and other disciplines to solve practical problems in order to empower individuals and strengthen families.

Units of Instruction:

1. Developing and Strengthening Family Relationships
2. Management of Family Resources
3. Nutritional Needs of the Family
4. Textile Needs of the Family
5. Effects of Living Environment on the Well-Being of the Family

APPENDIX C

SAMPLE COURSE DESCRIPTION
MIDDLE SCHOOL FAMILY AND CONSUMER SCIENCES EDUCATION
GRADE EIGHT — YOU, THE FAMILY AND SOCIETY

Course Description:

YOU, THE FAMILY AND SOCIETY focuses on analyzing critical issues and information affecting individuals and their families in relationship to our society. Students will be encouraged to explore how they can have a positive impact in meeting their needs and those of family and society.

Course Objectives.

The learner will:

1. demonstrate an understanding of the relationships among individuals and families in order to make decisions which are in the best interest of self, family and society.
2. demonstrate knowledge and skills regarding resource management; living environments; individual, child and family development; nutrition and food; and textiles to make decisions which enhance the quality of life for individuals, families and society.
3. solve practical problems using critical and creative thinking in order to achieve individual, family and societal goals.
4. synthesize the knowledge and experiences gained in family and consumer sciences in order to identify, explore and prepare for potential careers.
5. demonstrate an understanding of current and emerging technologies and their impact in order to make informed decisions about using technology to enhance individual, family and societal goals.
6. demonstrate knowledge of diverse populations in order to be sensitive to and interact appropriately with others.
7. apply concepts and skills from language, mathematics, science, social studies and other disciplines to solve practical problems in order to empower individuals, strengthen families, and enable communities.

Units of Instruction:

1. Influence of Society on Individual and Family Relationships
2. Management of Resources from a Community, National and Global Perspective
3. Societal Factors that Influence Food Choices of the Individual and Family
4. Societal Factors that Influence Textile Choices of the Individual and Family
5. Societal Factors that Influence the Living Environment of the Individual and Family

SAMPLE COURSE DESCRIPTION
HIGH SCHOOL FAMILY AND CONSUMER SCIENCES EDUCATION

INTERPERSONAL RELATIONSHIPS

APPENDIX C

Course Description:

This course provides opportunities for students to gain knowledge, skills and attitudes needed for healthful relationships with other people within the family setting and in the total society. Special attention will be given to family dynamics and communication.

Course Objectives:

The learner will:

1. demonstrate the ability to examine and assess self, manage resources, and make decisions throughout the lifecycle.
2. develop specific skills to strengthen interpersonal relationships.
3. analyze the function and importance of the family in society.
4. recognize the importance of facing the inevitability of a crisis and develop strategies to deal with personal or family crisis.
5. practice positive interpersonal skills and critical thinking to effectively relate to others.

Units of Instruction:

1. Reaching Your Potential
2. Relating to Others
3. Understanding Families
4. Parenting Effectively
5. Meeting Family Challenges

APPENDIX C

SAMPLE COURSE DESCRIPTION
HIGH SCHOOL FAMILY AND CONSUMER SCIENCES EDUCATION

BALANCING WORK AND FAMILY

Course Description:

This course is designed to help students begin the process of planning for a balanced and fulfilling life. Based on the theory that career and family are intrinsically related, the course guides students through the decisions that will impact their future from self-knowledge, career options, and financial planning to issues affecting work and family. Contemporary concerns include gender equity, cultural diversity and family friendly employment policies. Students will examine current trends and projections affecting family and work and develop plans for managing the multiple roles they anticipate in the future.

Course Objectives:

The learner will:

1. acquire knowledge of self and personal goals.
2. analyze the relationship between planning and goal achievement.
3. analyze the interrelationship between family life and work life.
4. investigate issues relating to gender equity and cultural diversity.
5. investigate issues related to workplace employment policies.
6. evaluate the impact of technology upon work and family life.
7. identify trends and projections affecting work and family.
8. analyze factors affecting consumer and resource management decisions.
9. make reasoned decisions related to personal and family life.
10. utilize self-knowledge in the selection of a career.
11. plan for financial security.
12. evaluate issues related to resource management and employment.
13. utilize technologies to achieve personal and family goals.

Units of Instruction:

1. Envisioning Your Future
2. Career Decisions
3. Work and Family Issues
4. Financial Decisions
5. Consumer Decisions
6. Future Challenges

SAMPLE COURSE DESCRIPTION
HIGH SCHOOL FAMILY AND CONSUMER SCIENCES EDUCATION

APPENDIX C

FINANCIAL FITNESS

Course Description:

This course fosters hands-on, learn-by-doing approach. Some examples of activities that provide relevant, practical experience include, researching automobile purchasing and repair, computing net worth and cash flow, investigating educational salaries, and responsibilities of various careers; analyzing financial case studies, learning how to accept responsibilities such as rent, car loans and utility payments.

Course Objectives:

The learner will:

1. examine consumer rights and responsibilities.
2. evaluate consumer information and services.
3. analyze factors affecting consumer and resource management decisions.
4. demonstrate knowledge of our free enterprise system.
5. explore the opportunities for employment in fields related to financial management, consumer rights and responsibilities and retail sales.

Units of Instruction:

1. Consumer Protection
2. You in the Economy
3. Money Management
4. Risk Management
5. Consumer Purchasing
6. Related Careers

APPENDIX C

HIGH SCHOOL FAMILY AND CONSUMER SCIENCES EDUCATION

DESIGN AND MERCHANDISING

Course Description:

Design and Merchandising is a course in which students study the elements of design, textile construction, psychology of merchandising, and business skills. These topics will be viewed from a consumer perspective as well as the business point of view. Science laboratory experiments are used to analyze fibers, fabrics, and textiles. Students apply industry practices through authentic simulations of the work environment.

Course Objectives:

The learner will:

1. develop intrapersonal skills through authentic tasks in design and merchandising.
2. practice interpersonal relationships through appropriate interactions with peers, teachers, employers, workplace colleagues, and customers.
3. integrate learnings from science, mathematics, technology, social studies, art, music, language arts, foreign languages, family and consumer sciences, and business education through laboratory experiments, class projects, multimedia productions, and individual assignments.
4. predict trends in design, merchandising, and the economy.
5. apply industry practices in textiles, apparel, design, retailing, advertising and promotion.
6. develop entrepreneurial potential through school/business partnerships.
7. prepare for the transition from school-to-careers, or from postsecondary training to careers.

Units of Instruction:

1. Elements of Design
2. Psychology of Merchandising
3. Design Trends
4. Designer Styles
5. Pattern Drafting
6. Computer Aided Design
7. Construction
8. Advertising
9. Multi-media Productions
10. Career Opportunities
11. Business/Workplace Skills

SAMPLE COURSE DESCRIPTION
HIGH SCHOOL FAMILY AND CONSUMER SCIENCES EDUCATION

LIVING ENVIRONMENTS

APPENDIX C

Course Description:

This course is designed to help students explore the topics, trends and concerns related to current and future living environments. The decision-making process is used to evaluate alternatives and make wise choices. Students will examine housing and human needs; perspectives on the influences on living environments and housing choices; information on constructing houses and acquiring, furnishing and decorating homes; and guidelines for purchasing equipment and furnishings. Strong career emphasis links classroom assignments to the working world.

Course Objectives:

The learner will:

1. analyze the significance of the home for individuals and families.
2. analyze the factors affecting decisions related to living environments.
3. evaluate information about living environments and services.
4. evaluate issues related to living environments of individuals and families throughout the life cycle.
5. utilize computer technology to solve design and construction problems.
6. explore the opportunities for employment in the fields relating to housing and living environments in order to prepare for a career.

Units of Instruction:

1. Housing and Human Needs
2. Making Choices in Living Environments
3. Consumer Concerns
4. Understanding Construction
5. Mastering Design
6. Planning Interiors
7. Creating a Safe and Attractive Environment
8. Related Careers

APPENDIX C

SAMPLE COURSE DESCRIPTION
HIGH SCHOOL FAMILY AND CONSUMER SCIENCES EDUCATION

LIVING WITH BIOTECHNOLOGY

Course Description:

LIVING WITH BIOTECHNOLOGY helps students develop an understanding of the development, application, and issues of bio-related technologies as they impact the individual, family, and society.

Course Objectives:

The learner will:

1. examine how biotechnological systems impact on the environment and the advancement of the individual, society, and science in order to make and influence decisions that will enhance life situations.
2. analyze how biotechnology affects the production and management of food in order to ensure a safe and adequate food supply.
3. evaluate the impact of biomedical engineering on health and reproduction in order to solve life problems and extend the capabilities of the individual, family, and society.
4. assess the impact of biotechnology on the environment in order to ensure the health and prosperity of the world's population.
5. explore the opportunities, requirements, and availability of employment opportunities in the various fields of biotechnology in order to prepare for and acquire a job.

Units of Instruction:

1. Biotechnology
2. Bioengineering Food Processing
3. Biomedical Engineering
4. Bioengineering Environmental Conditions/Controls
5. Careers In Biotechnology

HIGH SCHOOL FAMILY AND CONSUMER SCIENCES EDUCATION

NUTRITION APPLICATIONS

APPENDIX C

Course Description:

This course helps students understand the basics of nutrition across the lifespan and the technological systems that affect the food supply. In addition, students explore the relationship between diet and nutrition-related health problems and disease. Students will evaluate the accuracy of nutrition information from a variety of sources in order to make decisions regarding food choices. In planning and preparing nutritious meals, students will have an opportunity to utilize a variety of kitchen equipment and computers to analyze diets and recipes. Careers in the nutrition and food service industries will be explored.

Course Objectives:

The learner will:

1. acquire the knowledge, abilities and attitudes that will enable them to make critical decisions regarding the selection and preparation of foods that promote health and development throughout the lifecycle.
2. participate in classroom experiences that will enable them to evaluate their interest and aptitude for career that pertain to food and nutrition.
3. comprehend the fundamentals and consequences of technological systems which enable them to make informed decisions in the area of food and nutrition in their daily life.

Units of Instruction:

1. Food Choices Influencing Personal Health and Development
2. Relationships Among Nutrition, Food Choices, and Health Throughout the Life Cycle.
3. Influences of Resources on the Provision of Food.
4. Food and Nutrition Career Opportunities.

APPENDIX C

SAMPLE COURSE DESCRIPTION
HIGH SCHOOL FAMILY AND CONSUMER SCIENCES EDUCATION

CULTURES AND CUISINES

Course Description:

Students focus on their own eating experiences as they gain confidence in culinary skills through the selection and preparation of healthy foods from their own and other cultures. Using the USDA Food Pyramid, students analyze the commonalities and uniqueness of eating patterns across cultures while studying the history and geography of those areas. Computer generated dietary analysis, recipe conversions, and shopping lists assist students as they learn current cooking techniques and food presentation ideas from diverse culinary traditions. Culinary history is explored as a series of fusion events, as students work with herbs, spices and ingredients from cultures represented in their class. Careers relating to ethnic cuisines in the food industry and global food economics are investigated.

Course Objectives:

The learner will:

1. recognize and value commonalities and uniqueness among various cultures through the study of their food patterns.
2. demonstrate the ability to perform basic cooking procedures and methods and equipment selection through the selection and preparation of healthy foods from various cultures.
3. make and analyze decisions about personal options and public issues regarding food in terms of reasoned values and reliable information.
4. synthesize the theory of fusion cooking through the creation and preparation of foods combining ingredients or foods and food preparation and management can be applied toward a career in the foods industry.
5. develop a greater appreciation for and willingness to try a variety of foods from various cultures.
6. recognize how food preparation and management can be applied toward a career in the foods industry.
7. understand the historical, geographical, cultural, and political factors which influence what people eat.

Units of Instruction:

1. Food Guide Pyramids for Various Cultures
2. Food Preparation and Preservation Techniques used Around the World
3. Use of Equipment in Preparation of Food from Various Cultures
4. Herbs, Spices and Ingredients
5. Planning and Preparation of Foods from Various Cultures
6. Food and Historical Events
7. Fusion Cooking
8. Careers Related to Ethnic Cuisines in the Food Industry

SAMPLE CAREER AND TECHNOLOGY EDUCATION PROGRAM
HIGH SCHOOL FAMILY AND CONSUMER SCIENCES EDUCATION

EARLY CHILDHOOD

APPENDIX C

Program Description:

This Career and Technology Education Program in Family and Consumer Sciences Education is designed for students who wish to pursue a career in the early childhood professions: medicine, education, child care, etc. Through active involvement with preschool children, this program prepares students to nurture the physical, social, emotional and intellectual growth of children ages birth through five. Focusing on skills of child care providers, the program is designed to provide performance-based training and assessment. A senior year work experience, under the guidance of a teacher-coordinator, is included. The curriculum content is inclusive of the 90 clock hour course required for personnel working in child care programs licensed by the Maryland Department of Human Resources, Child Care Administration. Students desiring advanced certification in this field may elect to prepare for the Child Development Associate credential.

Course Sequence:

Required:	Child Development I	1 credit
	Child Development II	1 credit
	Child Development III	1 credit
	Diversified Occupations Work Experience	1 credit
	OR	
	Early Childhood Internship	1 credit
Additional elective credits may include the following:		
	Balancing Work and Family	1/2 credit
	Independent Study in Early Childhood	1 credit
	General Psychology	1/2 credit
	Introduction to Sociology	1/2 credit
	Accounting Principles	1 credit
	Business Management	1/2 credit
	Applications of Computer Technology	1 credit

APPENDIX C

SAMPLE CAREER AND TECHNOLOGY EDUCATION PROGRAM
TECH PREP SEQUENCE — SUGGESTED COURSE OF STUDY
EARLY CHILDHOOD

	Local Education Agency				Local Community College			
CONTENT AREA	**9TH GRADE**	**10TH GRADE**	**11TH GRADE**	**12TH GRADE**	**1ST SEMESTER**	**2ND SEMESTER**	**3RD SEMESTER**	**4TH SEMESTER**
ENGLISH	ENGLISH 9	ENGLISH 10	ENGLISH 11 ...OR BUSINESS COMMUNICATIONS 11	ENGLISH 12 OR BUSINESS COMMUNIATIONS 12	ENGLISH COMPOSITION	SPEECH FUNDAMENTALS		TECHNICAL WRITING
MATHEMATICS	INTRODUCTION TO ALGEBRA..OR ALGEBRA 1..OR GEOMETRY	ALGEBRA 1..OR GEOMETRY..OR APPLIED ALGEBRA 11..OR ALGEBRA 11	ALEBRA II..OR TRIGONOMETRY..OR BUSINESS MATHEMATICS	TRIGONOMETRY..OR BUSINESS MATHEMATICS		CONCEPTS IN MATHEMATICS I	CONCEPTS IN MATHEMATICS II	MATH/SCIENCE ELECTIVE
SOCIAL STUDIES	LOCAL STATE AND NATIONAL GOVERNMENT	WORLD HISTORY	U.S. HISTORY	GENERAL PSYCHOLOGY..OR INTRODUCTION TO SOCIOLOGY	GENERAL PSYCHOLOGY HUMAN GEOGRAPHY	HUMAN RELATIONS	HUMANITIES SURVEY ELECTIVE HISTORY ELECTIVE	HUMANITIES SURVEY ELECTIVE CHILD PSYCHOLOGY
SCIENCE	EARTH SCIENCE..OR BIOLOGY..OR TECH PREP ANATOMY AND PSYCHIOLOGY	EARTH SCIENCE..OR BIOLOGY..OR TECH PREP ANATOMY AND PSYCHIOLOGY..OR TECH PREP PHYSICS	CHEMISTRY..OR TECH PREP ANATOMY AND PSYCHIOLOGY..OR TECH PREP PHYSICS	CHEMISTRY..OR TECH PREP PHYSICS		NATURAL/PHY LAB SCIENCE ELECTIVE		
REQUIRED COURSES	PHYSICAL EDUCATION 9 HEALTH	PHYSICAL EDUCATION 10	FINE ARTS CREDIT					
ELECTIVES	FOREIGN LANGUAGE	FOREIGN LANGUAGE ELECTIVE CREDIT		BUSINESS MANAGEMENT ACCOUNTING PRINCIPLES		PHYSICAL EDUCATION FITNESS ELECTIVE		PHYSICAL EDUCATION ELECTIVE
CAREER ANDTECHNOLOGY	FOUNDATIONS OF TECHNOLOGY APPLICATIONS OF COMPUTER TECHNOLOGY	*+CHILD DEVELOPMENT I BALANCING WORK AND FAMILY	*+CHILD DEVELOPMENT II INDEPENDENT STUDY IN EARLY CHILDHOOD	*+CHILD DEVELOPMENT III *+EARLY CHILDHOOD INTERNSHIP	CHILD CARE HEALTH AND SAFETY THE YOUNG CHILD CURRICULUM AND MATERIALS	FIELD PLACEMENT I CLASSROOM MANAGEMENT	INTRODUCTION TO CHILD CARE ADMINISTRATION	FIELD PLACEMENT II CHILD LITERATURE

*Articulated with the Local Community College
Child Development I - Introduction to Early Childhood Education; Child Development 2 - Curculum Development for Young Children; Child Development 3 - Introduction to Exceptional Children; Early Childhood Internship - Early Childhood Practicum

+Courses required for Career and Technology Education Program - Child Development I; Child Development II; Child Development III; Early Childhood Internship or Diversified Occupations Work Experience

SAMPLE COURSE DESCRIPTION
HIGH SCHOOL FAMILY AND CONSUMER SCIENCES EDUCATION

CHILD DEVELOPMENT I

APPENDIX C

Course Description:

CHILD DEVELOPMENT I provides an introduction to the study of young children and to the careers related to child care and education. Through classroom activities, observations of children and practical experiences with preschool children in the laboratory, students study the stages of growth and development, the role of play in children's learning, strategies for supporting physical, intellectual, social and emotional development, and positive guidance practices and techniques. Students become acquainted with career opportunities working with young children and the various roles and responsibilities of those who provide child care.

Course Objectives:

The learner will:

1. recognize the significance of studying about children.
2. analyze the factors that influence child growth and development.
3. analyze how the learning environment fosters the development of the child through play.
4. evaluate health and safety precautions in dealing with young children.
5. analyze the nutritional needs of children ages three to six years.
6. evaluate techniques for guiding and supervising young children.
7. demonstrate techniques for communicating positively with young children.
8. develop and implement lesson plans for the preschool laboratory.
9. explore personal characteristics and competencies of successful early childhood professionals and career opportunities relating to young children.

Units of Instruction:

1. Introduction to Child Development I
2. Stages of Child Development
3. Health and Safety of Young Children
4. Teaching Strategies and Learning Activities That Promote Development
5. Guidance Techniques
6. Effective Communication Techniques
7. Characteristics of Effective Programs
8. Career Exploration

APPENDIX C

SAMPLE COURSE DESCRIPTION
HIGH SCHOOL FAMILY AND CONSUMER SCIENCES EDUCATION

CHILD DEVELOPMENT II

Course Description:

In CHILD DEVELOPMENT II students complete an in-depth study of preschool children, from theory into practice. They learn how to establish and maintain a safe, healthy learning environment and take responsibility for curriculum development in all content areas. Problem solving strategies are used to analyze children's behavior and to determine effective guidance techniques. In addition, students begin to take greater responsibility for the administrative functions of the preschool program, communicating with parents and working cooperatively to plan instruction.

Course Objectives:

The learner will:

1. analyze child behavior based on child development theories.
2. provide an appropriate learning environment through an effective arrangement and utilization of space, equipment and materials.
3. provide a safe environment through appropriate supervision and application of emergency procedures.
4. provide a healthy environment by following established procedures for sanitation.
5. implement activities to encourage creativity, curiosity, exploration and problem solving in preschool children.
6. select, prepare and serve nutritious snacks to preschoolers.
7. demonstrate effective techniques when guiding and supervising young children.
8. demonstrate cooperative work habits in the planning and implementation of developmentally appropriate curriculum for children ages 3-6.
9. utilize a variety of strategies to communicate effectively with parents and co-workers.
10. demonstrate basic skills, thinking skills and personal qualities identified for success in the world of work.

Units of Instruction:

1. Introduction to Child Development II
2. Child Development Theories
3. Safe and Healthy Learning Environments
4. Physical Development Advancement
5. Intellectual Development Advancement
6. Social and Emotional Development Support
7. Relationships with Families and Co-workers
8. Effective Program Implementation
9. Workplace Readiness

SAMPLE COURSE DESCRIPTION
ADVANCED HIGH SCHOOL FAMILY AND CONSUMER SCIENCES EDUCATION

APPENDIX C

CHILD DEVELOPMENT III

Course Description:

CHILD DEVELOPMENT III is designed for students who wish to pursue a career in the child care and education professions. Students develop a career plan, prepare a resume for employment applications, and practice for an employment interview. The focus of study in the classroom is the developmental needs of infants and toddlers. While continuing to teach in the preschool, students learn about the administrative responsibilities of operating a child care center which includes maintaining a relationship with each child's family.

Course Objectives:

The learner will:

1. assess factors that promote normal infant and toddler growth and development.
2. evaluate the preschool program through observation.
3. identify appropriate first aid techniques and use materials properly.
4. demonstrate appropriate activities for infant and toddler stimulation to promote development.
5. evaluate the nutritional needs of infants and toddlers.
6. explore effective methods of guidance for infants and toddlers.
7. work cooperatively to accomplish assigned responsibilities in the preschool program.
8. evaluate teaching strategies, materials and equipment for use in a program for infants and toddlers.
9. examine the business and legal aspects of child care centers.
10. develop a career plan.

Units of Instruction:

1. Introduction to Child Development III
2. Infant and Toddler Growth and Development
3. Planning Activities for Infants and Toddlers
4. Safe and Healthy Learning Environments for Infants and Toddlers
5. Business and Legal Concerns
6. Career Planning

APPENDIX C

SAMPLE COURSE DESCRIPTION
ADVANCED HIGH SCHOOL FAMILY AND CONSUMER SCIENCES EDUCATION

INTERGENERATIONAL CARE

Course Description:

INTERGENERATIONAL CARE prepares students to provide support services for individuals and families. Emphasis is placed on meeting the special needs of adult clients and developing program activities for young children. Students have an opportunity to acquire experience in nursing centers, social service agencies, child care centers, health agencies, and intergenerational care centers.

Course Objectives:

The learner will:

1. analyze the various stages of development and appropriate accompanying behaviors of individuals throughout the lifespan in order to provide proper care.
2. evaluate various environments in order to provide a functional physical environment which assures the safety and health of individuals entrusted in one's care.
3. examine the impact of nutrition on one's health in order to properly care for individuals with special dietary considerations.
4. implement lesson/activity/care plans in order to individualize care to appropriate level of lifespan development and special needs.
5. explore the opportunities for employment in the fields related to caring for individuals in order to prepare for a career.

Units of Instruction:

1. Health, Safety and Nutrition
2. First Aid/CPR
3. Body at Work
4. Infant Care
5. Care of Patients with Special Needs
6. Geriatrics
7. Providing Programs for the Elderly and Young Children
8. Exploring the World of Work

SAMPLE COURSE DESCRIPTION
ADVANCED HIGH SCHOOL FAMILY AND CONSUMER SCIENCES EDUCATION

APPENDIX C

FOOD SCIENCE/TECHNOLOGY

Course Description:

FOOD SCIENCE/TECHNOLOGY is the science of food preparation. It is the "why" of how cakes rise, starches thicken custards, and vinaigarettes separate into layers. Product development is a central assessment in the course. Through the integration of scientific and technological principles with the interaction of food components, students can literally "have their cake and eat it too." Students will use a variety of tools to solve problems that must be faced by food scientists and technologists as they work to bring commercially viable food products to the consumer. The integration of science, technology, mathematics, health, and other disciplines will be used as student teams work to solve food development problems.

Course Objectives:

The learner will:

1. demonstrate the food research and development process.
2. apply principles of physics to food interactions and subsequent development problems.
3. apply principles of chemistry to food interactions and subsequent development problems.
4. work cooperatively in teams to solve product development problems.
5. use appropriate food science equipment throughout the stages in product development problems.
6. use computer technology and telecommunications skills to gather information for solving product development problems.
7. design, construct and test food products for commercial sale.
8. use audio-visual and computer technologies to present product development plans to appropriate industry professionals.
9. use problem solving techniques to alter original design based on initial feedback.
10. use appropriate methods to request funding for implementation of a product development product.
11. comply with the legal, legislative, professional and safety guidelines regulating commercial distribution of food to consumers.
12. demonstrate knowledge of career options in food science/technology that require various types of education and training.

Units of Instruction:

1. The Food Research and Development Process
2. Sensory and Objective Evaluation of Food
3. Physical and Chemical Foundations of Food Interactions
4. Food Preparation Applications
5. Adapting Food Products Through Manipulation and Preservation
6. Careers in Food Science/Technology

APPENDIX C

SAMPLE COURSE DESCRIPTION
ADVANCED HIGH SCHOOL FAMILY AND CONSUMER SCIENCES EDUCATION

NUTRITION SCIENCE

Course Description:

NUTRITION SCIENCE integrates basic scientific principles with a family and consumer sciences nutrition curriculum. Students study nutrition concepts from a scientific perspective, scientifically evaluate food by applying basic chemistry and biology methods taught in the class, perform laboratory activities including biochemistry and food preparation labs, and computer analysis of recipes and diets, develop a practical understanding of underlying nutrition and its overall contribution to health and disease, investigate career options available in the areas of Nutrition Science, Biotechnology, Nutrition, and Health, and have an opportunity to visit the job sites of professionals.

Course Objectives:

The learner will:

1. propose solutions to nutrition science issues using methods of scientific research, data collection, problem, solving, and reflection.
2. assess the nutrients of food products through recognized scientific laboratory procedures.
3. facilitate the process of food selection and preparation using findings from chemical experiments on food.
4. examine the impact of nutrition science findings on global, environmental and societal issues.
5. formulate descriptions pertaining to the skills, education, and training needed for various career opportunities in the field of nutrition science.
6. develop an understanding of the relationship between academics, technology, and the world of work.

Units of Instruction:

1. Introduction/What is Nutrition Science?
2. Dietary Guides
3. Nutrition Research
4. Introduction To Nutrients
5. Digestion and Absorption
6. Carbohydrate Metabolism
7. Lipid Metabolism
8. Protein Metabolism
9. Vitamins and Minerals
10. Water Balance
11. Weight Management
12. Sports Nutrition
13. Food Products and Processing
14. World Food Supply and Hunger
15. Food Safety
16. Careers

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201-2529
Telephone (410) 767-0100